

**ESEA Title II Part A Improving Teacher Quality
Allowable Uses of Title IIA Professional Development Funds and
Criteria for High-Quality Professional Development**

Allowable Uses of Title IIA Professional Development Funds

Allowable professional development activities funded with Title IIA funds will improve the knowledge of core content teachers, principals, and, in appropriate cases, paraprofessionals in the following six areas:

1. Professional development in knowledge of the core academic subjects that the teachers teach
2. Professional development in improving teaching practices (effective instructional strategies, methods, and skills) and the use of challenging state standards, including the Montana Common Core State Standards.
3. Professional development in teaching and addressing the needs of students with different learning styles, particularly students with different learning needs (including gifted and talented) and students with limited English proficiency
4. Professional development in improving student behavior in the classroom and identifying early and appropriate interventions to help students described in (3) above learn
5. Professional development in involving parents in their child's education (this is in-service for staff listed above, not services or training for parents)
6. Professional development in understanding and using data and assessments to improve classroom practice and student learning

Section 2123(3) posted at <http://www2.ed.gov/policy/elsec/leg/esea02/pg22.html#sec2123>

Criteria for High-Quality Professional Development

ESEA/NCLB Section 9101(34) – Professional Development

(34) PROFESSIONAL DEVELOPMENT- The term professional development'

— (A) includes activities that —

- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (ii) are an integral part of broad schoolwide and districtwide educational improvement plans;
- (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (iv) improve classroom management skills;

- (v)(I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
- (II) are not 1-day or short-term workshops or conferences;
- (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (vii) advance teacher understanding of effective instructional strategies that are —
 - (I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and
 - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- (viii) are aligned with and directly related to —
 - (I) State academic content standards, student academic achievement standards, and assessments; and
 - (II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
- (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- (xiii) provide instruction in methods of teaching children with special needs;
- (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
- (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

ESEA Title IX, Part A posted at

<http://www2.ed.gov/policy/elsec/leg/esea02/pg107.html#sec9101>

Montana Accreditation Manual, Section 10.55.714(1)

(1) Professional development:

- a) shall be aligned with district educational goals and objectives;
- b) focuses on teachers as central to student learning and includes all other members of the school community;
- c) focuses on individual, collegial, and organizational improvement;
- d) respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community;
- e) reflects proven research and practice in teaching, learning, and leadership;
- f) enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;
- g) promotes continuous inquiry and improvement embedded in the daily life
- h) of schools;
- i) is ongoing and sustained;
- j) is planned collaboratively by those who will participate in and facilitate that development;
- k) requires substantial time and other resources;
- l) is driven by a coherent long-term plan; and
- m) is evaluated on the impact of professional development on teacher effectiveness and student learning, and the results of this assessment guides subsequent professional development.

Montana Accreditation Manual posted at

www.opi.mt.gov/pdf/Accred/Ch55/AccreditationStandards_Ch55.pdf